



KING EDWARD'S SCHOOL
BIRMINGHAM



Teacher of Design and Technology



The School

King Edward's School, Birmingham was founded by Royal Charter in 1552 and is one of the most successful boys' schools in this country. It is an independent HMC day school with 880 boys aged 11-18.

In 1936 the School moved from the centre of Birmingham to its present 50-acre site. The School is immensely fortunate in that site: it is close to the University of Birmingham and is surrounded by playing fields, a golf course, lake and nature reserve, and yet is only 10 minutes by road from the centre of the city. The facilities for teaching, music, drama and sport are exceptional.

The School shares the campus with King Edward VI High School for Girls and collaborates with KEHS in a number of ways, particularly through music and drama. The city of Birmingham has also been transformed in the past two decades and now offers a lively cultural and social life with many further development projects in the pipeline.

The School is the founding father of the King Edward's Foundation which has control over nine schools in the city, the two independent schools, six grammar schools – Aston, Camp Hill Boys, Camp Hill Girls, Five Ways, Handsworth Girls and Handsworth Boys – and one non-selective academy, King Edward VI Sheldon Heath Academy. The schools in the Foundation work together in a variety of ways and the Foundation itself has the promotion of social mobility in the city at the heart of its strategy.



Accessibility

The School has always enjoyed the reputation of being the leading school of Birmingham, and it attracts pupils from a very diverse range of backgrounds and from over 100 junior schools across the city and beyond. The School is very conscious of its responsibility to be accessible to able pupils of all backgrounds. There is an extensive Assisted Places Scheme for pupils whose parents could not afford the fees: almost 40% of the pupils have some form of financial support and 10% of boys are here for free.

The Development Office, set up in 2008, has already raised over £10m for Assisted Places and 100 boys are now being educated here from these funds. The Foundation and the School spend £2m each year on this purpose. This commitment is also reflected in the scale of the School's Outreach activities: we collaborate with over 200 junior schools and the School won the TES Award for 'Best Independent-Maintained School Collaboration' in 2015.

Academic life

The School has also undertaken two other strategic developments in recent times. In September 2010 A-levels were replaced entirely and at one moment with the International Baccalaureate (IB) Diploma. The purpose of this change was to provide an education in the Sixth Form which is more intellectually challenging and, ultimately, a better preparation for university and life beyond. The School has received six sets of exam results thus far and the outcome has been very successful: 21 boys have achieved 45 points in five years. In 2017, 54% of boys scored 40 points or above, the average points score was 39.1 and 11 boys accepted places at Oxford and Cambridge. The IB Diploma has regenerated the intellectual tenor of the School and that is reflected in many areas of school life. The School was proud to receive The Sunday Times Award for IB School of the Year in 2015.

Academic standards in the School are extremely high. All boys study a broad core curriculum up to the end of Year 11, choosing ten GCSE subjects and all boys take the IB Diploma in the Sixth Form, studying six subjects. Exam results are very strong: in 2017, 70% of GCSEs were passed at A* and 90% were passed at A*/A. 34 boys out of a year group of 121 achieved 10 A*s and 75 boys achieved only A*s and As.

Facilities

The second development is in facilities and that programme has four phases, of which three are complete. The Sir Paul and Lady Ruddock Performing Arts Centre, a facility which is shared with KEHS, was completed in April 2012 and was part-funded by Sir Paul Ruddock, a former pupil. It comprises a 400-seater concert hall, drama studio and facilities for the teaching of music. This building has transformed the quality of experience in the School, not only in music and drama, but also in lectures and community events. The second phase, completed for September 2013, has created new facilities for science and Modern Languages, and a new Sixth Form Centre. This project was made possible by a £2.5m donation from a former pupil. The third phase has been a new £2.5m hockey pavilion and astro pitch. The final phase will see a new sports hall, gym and additional indoor recreational space and will be completed in Autumn 2018.



Extra-curricular life

In order to pursue our aims, it is vital that there is a very rich experience for the boys inside and outside the classroom. The School is very active in academic competitions in Maths and sciences and the School's junior and senior Schools' Challenge Teams have enjoyed national success. Music and Drama are exceptional with one major dramatic production and three major concerts in the year, including one in Birmingham's Symphony Hall. Pupils often become members of the National Youth Orchestra. Sport is very diverse and successful, with 18 different sports and major fixture lists in rugby, hockey, cricket and athletics. The School is currently successful at national level in water polo, badminton and hockey. There are many societies, including Debating, Living History, Model United Nations, History, Warhammer.

There is a very wide range of expeditions and outdoor activities for younger boys. Over 20 boys each year undertake the Gold Duke of Edinburgh's Award and the Combined Cadet Force thrives with Army, Navy and Royal Air Force sections. In total, there are over 140 trips and expeditions each year and visits for boys of all ages both in term-time and out. The diversity of all this activity is helped by Friday afternoon activities: there is no academic timetable after lunch on Friday and boys have the chance to take on many different activities during this time.



Pastoral Care

Beyond all this, the School is a very friendly place both for pupils and staff: boys feel cared for and relations between the boys, and between staff and pupils, are strong. The pastoral system is centred upon the Form Tutor and almost every member of staff is involved. The house system is important, too, providing links between boys of different ages, and competition in a wide range of activities, including many sports, music and debating. The staff is a happy and vibrant community, immensely committed to the well-being of the boys.

In 2013, the School conducted a survey of the parents to evaluate their judgement of the School. It showed that the School was in the top three of all the schools surveyed by RSAcademics for parental satisfaction.



The Role:

Teacher of Design and Technology

The Vacancy

This post is an excellent opportunity to gain experience teaching Design and Technology within an enthusiastic and strong department in an exceptional School. The successful candidate will be required for a full-time contract starting in September 2018. Prior knowledge and experience of the GCSE and IB exam courses currently taught by the Department is not required but the ability to develop new skills that allow for the continued teaching of a modern Design and Technology curriculum is essential. A willingness to participate in the wider life of the School and with extra-curricular activities would also be very desirable.

Qualified Teacher Status (QTS) would be an advantage. However, we are also able to offer a salaried initial teacher training post via the King Edward's Consortium (KEC). This is subject to successful completion of the KEC's selection process. Trainees are required to undertake the duties of a qualified teacher but with a reduced timetable allocation. They are also released for central training at the KEC and work towards the award of Qualified Teacher Status (QTS). This programme is funded by the school. The KEC is rated no.1 of all school-centred initial teacher training providers in the country. More information can be found at <http://www.teachkec.org.uk>.

The Design and Technology Department

There is a strong tradition of high quality Design and Technology teaching at King Edward's School and the subject remains very popular at GCSE level and as part of the IB Diploma. The department consists of four specialist Design and Technology teachers and a technician who work together as a team across all year groups. We have excellent facilities being housed within a modern, purpose built design centre consisting of two design rooms, two excellently equipped workshops and a modern IT suite which doubles up as an additional teaching room. The use of computer aided design and manufacturing is seen as an important and integral part of the curriculum and this is taught across all year groups. At present, boys have several CAD packages at their disposal including 2D design, Solidworks and Circuit Wizard as well as modern CAM equipment including two laser cutters, two CNC routers and two 3D printers. Our excellent Design Centre Technician assists with workshop maintenance, material and resources preparation for lessons as well as support within lessons themselves.

Design and Technology is compulsory in Years 7-9 and is taught for a double period of 1 hour 20 minutes per week throughout each of those years. Classes consist of around 18 - 20 students and are taught by the same teacher for the duration of the year. The Year 7 course is delivered through a series of projects which allow students to develop their designing, drawing (including CAD) and basic workshop making skills whilst working with a variety of materials. In Year 8, students develop their understanding of basic electronics, mechanical systems and practical engineering through a series of workshop based projects allowing them to further develop their designing, drawing and making skills. In Year 9, students start to use PICAXE microcontrollers in their projects and learn how these can be used as the basis for control systems. Students design and manufacture a functioning product whilst learning about printed circuit boards and vacuum forming.

The Role: Teacher of Design and Technology

Typically, between half and two thirds of students opt to study GCSE Design and Technology. GCSE classes are taught for three double periods of 1 hour and 20 minutes and one single period of 40 minutes over a two-week cycle. In September 2017 the department started delivering the WJEC Eduqas Design and Technology course with a focus on electronic systems, programmable components & mechanical devices. We have an excellent record of GCSE results with 61% of boys achieving an A* and 98% achieving an A*/A in 2017. IB Diploma classes are typically 8-14 students in size with a majority studying at Higher Level; most succeed in achieving a Level 6 or Level 7.

The department has been successful in a number of national competitions including the First Lego League Robotics competition, Toyota Challenge, Young Engineers for Britain Award and the Land Rover 4x4 in Schools Challenge. We are the proud recipient of a number of Good School Guide Awards and, currently, have five Arkwright Engineering Scholars in the Sixth Form.

Industrial visits are seen as an important way to enrich the Design and Technology curriculum at King Edward's School and we run regular trips to Jaguar Land Rover, Morgan Cars and the Centre for Alternative Technology.



The Role:

Teacher of Design and Technology

Job Description

The role holder will report to the Head of Design and Technology.

A. Teaching

- Plan and deliver lessons in accordance with the department's scheme of work and which reflect the priorities of the school's Learning and Teaching Policy
- Liaise with relevant colleagues on the planning of work for collaborative delivery
- Take account of pupils' prior levels of attainment and use them to inform planning and set targets for future improvement
- Set high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with the school's Behaviour Policy
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work

B. Assessment, Recording and Reporting

- Assess and return work within a reasonable and agreed time span providing constructive oral and written feedback, and clear targets for future learning as appropriate
- Report on pupil progress in line with school policy and as specified in the published calendar
- Keep parents informed of pupil progress by attendance at Parents' Evenings, and by other means as appropriate
- Maintain appropriate records of assessments in line with department and school policy
- Be familiar with the code of practice for identification, referral, assessment and monitoring of special educational needs

C. Pastoral Care

- Undertake responsibility for a form group as required, including tutor/tutee interviews
- Be the first point of contact for parents of pupils in the form
- Set targets for and monitor the social and academic progress of pupils in the form
- Undertake responsibility for the delivery of the PSHE programme to the form
- Promote good attendance and monitor in accordance with school policy

D. Professional Standards

- Support the aims of the school and adhere to the Staff Code of Conduct
- Support the implementation of all school policies and procedures as laid out in the Staff Handbook
- Treat all members of the school community with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance
- Attend and participate in events such as open days, entrance exams and options evenings. Support those events in which form members are involved e.g. concerts
- Participate in the school's extracurricular programme, which includes activities, clubs and societies, sport, drama and music

The Role: Teacher of Design and Technology

- Take responsibility for professional development, participating in staff training and the school's arrangements for appraisal
- Participate in the management of the school by attending departmental and other staff meetings
- Ensure that all deadlines are met as published in the school calendar
- Take responsibility for matters relating to health and safety in line with school policy
- Undertake duties that may be reasonably assigned by the Chief Master (directly or indirectly)

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case will be reviewed during the appraisal process.

The candidate will visibly maintain the highest professional standards, have excellent interpersonal communication, presentational and ICT skills and have the ability to work flexibly within the school structure.

Person Specification - Teacher of Design and Technology

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either essential or desirable in the candidates being interviewed.

Qualifications and Training	Essential	Desirable
Qualified Teacher Status (UK)		✓
Courses of further study relevant to the post		✓
An honours degree in Design and Technology or a related subject	✓	
Evidence of involvement in personal CPD	✓	

Experience	Essential	Desirable
Experience of teaching in a highly academic context		✓
Experience of teaching the full 11-18 age range		✓
Experience of the IB Diploma Programme		✓
Clear understanding and knowledge of current issues related to the subject	✓	

The Role: Teacher of Design and Technology

Skills	Essential	Desirable
A clear understanding of how to engage with school data	✓	
Ability to think originally and creatively and show initiative		✓
Commitment to high standards of Design and Technology teaching and learning	✓	
Ability to teach high quality lessons	✓	
The potential to lead and motivate teams		✓
Strong people management skills	✓	
Excellent organisation abilities	✓	
High levels of ICT competency	✓	

Personal characteristics	Essential	Desirable
Ability to cope with pressure	✓	
Ability to communicate effectively with parents, students and staff in a variety of ways	✓	
Understanding and commitment to equality of opportunity for all	✓	
Understanding of, and a commitment to the ethos of the school as a community		✓
Tact, discretion and diplomacy	✓	
A genuine liking of people and the ability to show warmth, good-humour, empathy and sensitivity	✓	

Our Values

Our Purpose

To educate and inspire boys from our region so that they can take on the challenges of the world and lead lives of significant contribution and fulfilment.

Our Promise

To inspire our boys to achieve more than they imagined possible through the quality of the ethos, learning and care we provide.

Our Vision

A school at the forefront of international education, enabling bright boys from any background to become inspirational young men for Birmingham and the world.

We will challenge each other to think beyond the conventional and create the best environment for our boys to develop the qualities they need, so that they can become:

Inspiring	Curious	Adaptable	Generous
Energising influencers, who are active and creative, and help others to become more confident.	True learners, who have a love of learning for its own sake, ask the right questions, and are thoughtful and reflective.	Future leaders, who understand how the world is changing, excel in any situation and are resourceful and resilient.	Gentlemen, who value other people's contributions, and are open and respectful.

Our boys will develop these qualities through being part of a community that values:

Optimism	Courage	Trust
We believe in best intentions and always act in each boy's best interests, helping him grow in the best way for him. We are forward looking and encourage each other to strive for and expect the best outcomes.	We are brave in thought and action, and learn from both success and failure. We capitalise on imaginative and innovative approaches.	We are committed to honesty and mutual respect and understand that our success depends on positive contributions from all members of our community.

The contribution we can all make to the School in building 'inspirational young men' by 'thinking beyond'

Leaders...	Staff...	Boys...	Parents...
Who ensure that the School is ambitious and at the forefront of educational thinking, and who understand how to secure its future.	Who find the true potential in every boy, encourage the boys and each other to go further, and are open and honest in words and actions.	Who love to learn, question and take part, want to make a difference, and value friendship and kindness.	Who encourage their son to develop his skills, to try new things and broaden his vision, provide a positive environment for learning, and support the school's ethos.

How to apply

How to apply

To apply for this role, forward a completed application form (available for download at www.kes.org.uk/jobs) and a covering letter addressed to the Chief Master by email to: recruitment@kes.org.uk.

The deadline for applications is **midday on Monday 15th January 2018**.

Interviews will take place in the week commencing **Monday 22nd January 2018**.

If you have any queries about the role or would like to discuss it in more details, please contact Becky Smith, HR Manager, by email: recruitment@kes.org.uk.

King Edward's School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS check. A copy of the School's Recruitment, Selection and Disclosure Policy is available on the School website.

